



Application and Practice of Communicative Teaching Method in Spoken English Teaching

Yanmei Geng

School of Foreign Languages and Literature, Tianjin University, Tianjin, China
School of Education, Tianjin University, Tianjin, China

Abstract: In the context of economic globalization, countries are paying more and more attention to the English language, and the demand for English professionals is also increasing. Schools are also paying more and more attention to the cultivation of students' oral English communication skills in education. Based on the application principle of the communicative teaching method in oral English teaching, this paper analyzes the problems existing in the current oral English teaching. Using the communicative teaching method to organize and implement oral teaching can allow students to learn English and apply English in a real language communication environment. It has a positive effect on improving students' oral expression ability.

Keywords: *Communicative Teaching, Spoken English Teaching, Application and Practice*

I. INTRODUCTION

With the continuous deepening of economic globalization, the demand for English professionals in various fields in my country continues to increase, and more and more attention is paid to cultivating college students' English communication awareness and ability. Indeed, as a language subject, English plays a major role in language communication. Therefore, oral English teaching is the main component of English education in colleges and universities. The core goal of oral English teaching is not simply to study English language, but to help college students to practice oral English while clarifying the rules of English. English teachers should pay more attention to oral English teaching, and actively cultivate and improve students' oral communication skills.

In the past, the oral English education model in colleges and universities was relatively outdated, focusing on the memory of oral English sentences and grammar translation, and it was difficult to help students flexibly apply the knowledge they had learned to oral communication. Therefore, more and more teachers are beginning to use the communicative teaching method to carry out oral English teaching, which has also improved the effectiveness of oral English teaching and students' oral communicative ability to a large extent. Students can better appreciate its usage in communicative situations. Finally, the communicative teaching method closely links English expression with life, which helps students truly understand the importance of English learning and allows students to clarify learning goals.

In the process of implementing the communicative teaching method, teachers can create meeting situations, large-scale business dialogue situations, etc. In these situations, students learn English through communicative means, truly experience the application of English in life, and promote students to clarify their learning goals. Through the warm-up before class, the enthusiasm of the students is mobilized, and they are ready for the following study. When explaining the text, teachers can

organize group discussions and debates on controversial issues. According to the content of the text, sometimes students can be allowed to play roles to guide students to be personally on the scene and reproduce the scenes in the text. In such activities, we must focus on information, and do not point out students' language problems too much. As we all know, the traditional education model generally takes teachers as the center of the classroom, and students have fewer opportunities to participate in classroom activities. This kind of educational philosophy and education the model largely ignores the subject status of students in the classroom.

In the educational model dominated by the communicative teaching method, students occupy the main position in the classroom, are the center of classroom educational activities, and assume the roles of practitioners and participants in educational activities. This requires English teachers to put students at the center of the education process, apply many educational methods, introduce innovative educational methods, and stimulate students' enthusiasm for oral knowledge learning and oral communication, to guide students to apply it in daily life. Learned knowledge and skills for oral communication. In the implementation process of the communicative teaching method, the real language environment is the foundation for students to acquire English knowledge through mutual communication.

II. THE PROPOSED METHODOLOGY

A. *The Application Principle of Communicative Teaching Method in Spoken English Teaching*

Students need to complete the inquiry tasks scheduled by the teacher in the language environment, so that they can better acquire knowledge and acquire oral expression ability in the application of English knowledge. Therefore, in teaching practice, the creation of communicative situations is the most important. At the same time, the interaction between teachers and students and between students and students is the guarantee for the implementation of communicative teaching method. Cognitive psychology believes that speaking and writing are second-level language abilities formed based on listening and reading. In other words, listening is the foundation of speaking. Language teaching should combine listening and speaking. The materials in "College English Listening (Revised Edition)" are lively in language, strong in colloquialism, novel and interesting in content, and close to real life. They are not only materials for learning everyday expressions, mastering conversational rules, but also for learning Western cultural customs and understanding Western society. The dialogue part in the textbook is very suitable for imitation training. English teachers should carefully design classroom communicative activities before using the communicative teaching method to carry out oral teaching work. To promote the orderly development of communicative



activities and achieve educational goals, English teachers should create real contexts, and these contexts must meet the principles of authenticity and nature, and at the same time meet the learning needs of students.

In this process, teachers should design oral communication activities based on students' characteristics and interests that can not only attract many students, but also cultivate students' communicative ability. In oral communication activities, teachers should not enclose the three-foot platform, but should actively participate in the communication process with learners. In oral communication activities, teachers should step down from the podium, provide help to learners, and even participate in them, especially for those learners who are not good at speaking, teachers should participate in their dialogues and guide them to communicate.

Director: In a traditional classroom, the teacher controls the entire teaching activity, more like a dominator. In the communicative teaching method, the teacher, as the instructor, should first divide the students into groups according to their actual situation, carry out group activities, and record the activities of the learners without interfering with their communicative activities, as the original data for teaching improvement. During the activities, the teacher plays the role of overall monitoring, observes the activities of the students, provides the students with the language knowledge needed for communication, and provides timely help and suggestions when the students encounter difficulties in the communication. At the same time, as an instructor, teachers have the responsibility to help learners form an active and relaxed communication atmosphere.

B. Strategies of Communicative Teaching Approach in Oral English Teaching

Information communication is a relatively common and commonly used activity in oral English education. This form of educational organization refers to the fact that one person masters the information content that the other lacks, and it needs to share the lack of information content in English language, to effectively complete a communicative task. A relatively simple and effective information communication activity, that is, the teacher guides a student to introduce his family members to another student. During this educational process, the listening students must make a map of relevant family members, clarify the relationship between all family members, and clearly mark the relative names of each family member, their hobbies, occupations, and other related information.

College English teaching should not relax the teaching of basic language while strengthening the cultivation of oral English ability. Because only when students' oral ability is based on a solid language foundation, they can be accurate and fluent in oral communication. The so-called "accurate" means that the pronunciation and intonation are basically correct, and the grammar and words are correct and appropriate. "Fluency" refers to the ability to speak flexibly and freely in English during communication. Learning oral English is to practice and improve continuously on a solid language basis and strive towards the goal of "accuracy and fluency".

After the introducing students have fully expressed their family members and family relationship information, the listening students should show them the family relationship diagram they made, and then the two of them will work together to find

possible mistakes and misunderstandings in the diagram. However, to keep the activity highly interactive, the listening students should ask the presenting students to repeat some useful information. The application of information communication activities in oral English teaching can not only satisfy the information complementary principle of communicative teaching method, but also fully implement students' interactive learning, to effectively improve their oral communication level. In traditional oral English classes, learners mostly passively accept the teacher's instructions, and then perform repeated oral English activities such as repeated imitation and reading aloud. In the communicative approach, learners should try to use language in different ways.

For example: using vocabulary and sentence patterns in new ways, making bold assumptions about language use, and applying these assumptions to language communication to test them. This hypothesis-test (hypothesis-test) process will promote the internalization of learners' language knowledge. For example: in the following oral activity, learners are required to write a report, the teacher can first encourage learners to write some useful and correct language expressions, and in the subsequent group oral activities, let the learners express these language Come out, in the process of mutual communication, test the language assumptions of yourself and the other party, and make timely revisions and adjustments to improve oral expression skills. Multiple forms of group activities should be adopted, which can not only promote mutual learning among students, but also relieve the sense of oppression faced by students, and effectively reduce the anxiety and tension of students in using English.

Diversified group activities can not only cultivate students' sense of teamwork, but also highlight their strengths and personalities. In addition, team members with different hobbies, intelligence levels, cognitive abilities, and thinking modes will think with each other in specific activities, so that each student's strengths can be fully displayed. In addition, while training and cultivating oral ability, it is necessary to consider listening, reading, writing, and translation, so that they can promote each other and complement each other. To make students' oral English not just "general talk" that stays on a few daily expressions, but to make students' spoken English "rich in content", "deep and appropriate" and communicate effectively, they must be taught in reading, reading, and writing. In activities such as writing, listening, and translating, we constantly absorb new language nutrients and add "stamina".

CONCLUSION

To sum up, in the process of English education reform in colleges and universities, communicative teaching method is an important means to effectively improve students' oral communication ability. How to give full play to the advantages of the communicative teaching method in educational practice and avoid various problems that may arise during the implementation of the communicative teaching method to the greatest extent. English teachers are required to integrate the communicative teaching method and other teaching methods flexibly and effectively in oral English teaching. Focusing on the combination of language ability and pragmatic ability to improve students' verbal communication ability, classroom teaching should be carefully arranged to create a language environment. While laying a solid language foundation,



students should be trained to properly use language communication strategy's ability.

Acknowledgement

The research is supported by the National Social Science Fund of China, Project No. 2020HB-0006.

Project: Ancient Chinese Characters (English Version) within the Chinese Academic Translation Project category.

References

- [1] Su Zinan. Application and Practice of Communicative Teaching Method in Oral English Teaching [J]. Journal of Hubei Open Vocational College, 2022, 35(10):184-185.
- [2] He Jianying. Talking about the application of communicative teaching method during "Comprehensive Oral English Practice" [J]. Campus English: Teaching and Research Edition, 2010(3):3.
- [3] Fang Qin. Application of communicative teaching method in oral English teaching in high school [J]. English for middle school students: mid-term journal, 2014(4): 1.
- [4] Liang Shujun. Discussion on the Practice of Communicative Teaching Method in Oral English Teaching [J]. Reading and Writing: Journal of Education and Teaching, 2010(5):1.
- [5] Chen Pingxiang. Research on the current situation of the application of communicative teaching method in oral English teaching in colleges and universities [J]. Hunan Agricultural Machinery: Academic Edition, 2013, 40(4): 240-242.
- [6] Sun Ying. Application of Task Teaching Method in College Oral English Teaching [D]. Northeast Normal University, 2006.
- [7] Li Yingnan. Research on the application of task-based teaching method in the training of oral English ability in junior high school English classroom——Taking Puyang Oilfield No. 1 Middle School as an example [D]. Liaocheng University, 2017.
- [8] Zheng Huiyuan. Talking about the application of communicative teaching method in oral English teaching in secondary vocational and technical schools [J]. Times Education: Education and Teaching Edition, 2008.
- [9] Chen Pingxiang, CHEN, Ping-xiang, et al. Research on the current situation of the application of communicative teaching method in oral English teaching in colleges and universities [J]. Hunan Agricultural Machinery, 2013.
- [10] Guo Xin. Application of information gap principle in oral English teaching in senior high school [D]. Harbin Normal University, 2014.
- [11] Chen Limin. Research on the application of communicative teaching method in oral English teaching [D]. Henan University, 2012.
- [12] Wu Fang. Research on the Application of Task-Based Teaching Method in Oral English Teaching in Junior Middle School [J]. Speed Reading (Early), 2016.
- [13] Wang Jie. Application of Situational Teaching Method in Primary English Teaching [J]. Contemporary Education Practice and Teaching Research (Electronic Journal), 2018.
- [14] Zhang Jing. The application of communicative teaching method in oral English teaching in independent colleges [J]. Modern Communication, 2014(2):1.
- [15] Zhao Jing. A Brief Analysis of the Practical Application of the Communicative Approach in the Oral English Teaching of Railway Professionals in Higher Vocational Colleges [J]. Wisdom, 2016(31): 1.